

Abstract

Tessa Weyns will present a three-wave longitudinal study in kindergarten that focused on the effect of individual and class-level teacher-child interactions and peer acceptance on behavior development in kindergarten. The study aimed at investigating the effects of several school-based interactions on the psycho-social development of children. More specifically, we examined the effect of individual and class-level teacher-child interactions and peer acceptance on externalizing behavior, internalizing behavior and prosocial behavior in kindergarten. Regarding individual and class-level teacher-child interactions, we distinguished between the effects of several dimensions, i.e., negativity, positivity, and teacher sensitivity. The results stress the importance of several actors in the school context for kindergartners' behavioral development.